



Manor
Primary School

Whole School Display policy

Rationale

'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.'

Art, Craft and Design in the Primary School – Editor John Lancaster

'The way in which work and other material is displayed and arranged in a school is more than a matter of convenience: it is a reflection of the atmosphere and attitudes that prevail there.' The Arts in School

Gulbenkian Report

At Manor we believe the school environment is the silent teacher. It supports us all in giving messages about our ethos, values and celebrates learning of a high quality. It must be well organised, clean and tidy. It should entice children to learn and demonstrate our high expectations and standards. At Manor every member of staff is accountable for maintaining an environment of a very high standard.

The aims of our displays are to:

Encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning

- Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world
- Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn
- Influence children in best presentation, personal organisation and general tidiness
- Celebrate achievement and raise self-esteem for all
- Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information & knowledge.

The School's expectations

This section sets out the school expectations on standards of display.

TYPES OF DISPLAY – Displays have many purposes for example to focus attention, to stimulate, to showcase, interactive, etc. Displays should help to promote the children's learning and encourage their understanding of a subject.

LABELLING – A display should be labelled clearly to express the learning that has been undertaken and showcased.

BORDERS AND BACKING - Plain wall backing unless produced by children eg. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered. Thoughtfully and tastefully selected colours please no luminous yellow / orange / pink card for labels etc. The borders must be made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.

LAYOUT AND MOUNTING – Children's work should be presented with care and consideration to their purpose. All work must be double mounted with colours which compliments the chosen backing colour and does not detract from the children's learning. Work is to be trimmed and mounted evenly and intended straight edges are straight. A display board can be the basis of a display and should not be limited to this space. The use of shelves, tables and the area around the display is encouraged.

TIMESCALES – school display boards should be changed termly. Classroom displays are changed according to topics and how the class teacher is using them

POLICING – Everyone has a responsibility (staff and pupils) to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

QUALITY OF WORK ON DISPLAY – Work on display is to have been published for display purposes and time in class needs to be planned in for this purpose. No work on displays should be photocopied from books and should not have teachers marking on it.

Each display must contain:

- A title
- Open / closed questions relating to the display content
- Learning Objectives/ Aim - Process (what the children did)
- Reinforcement of key vocabulary
- Quality labelling
- Children's work should be clearly labelled with their first names
- Pictures of the children carrying out the processes/learning that is on display
- Pupil voice
- Work from the children and minimal input from the adults
- A range of work that spans the curriculum area from all children in the class
- Be age appropriate (high expectations)

Examples of displays:

